

CHILD-WELFARE MAGAZINE

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THE PRESIDENT'S MESSAGE

It is a greater problem to bring up children today, than it was twenty-five or fifty years ago; so say the mothers of today. Modern inventions and improved facilities increase dangers. Automobiles make it necessary to go to the school house with the little children, and then go again after them to be sure they arrive home in safety.

Children are more assertive today, and pay less regard to the advice of their parents. As the young girls and boys come to their "teens" age, many of them take "joy rides" in automobiles, without chaperones. The protection which was thrown around the young girl twenty-five years ago by her parents, seems to be regarded today as old-fashioned and unnecessary. The evening dress, or lack of dress, is carried even into the school room, without regard to its appropriateness.

Dancing parties lasting far into the night are making early "grown-ups" of little girls, and too often the boys and the girls are recklessly smoking and sometimes even drinking, until they lose all their innocence and beauty and are fast becoming nervous wrecks.

The spirit of lawlessness is abroad. It is time now to call a halt. Parents and educators must take an active part in attacking these problems.

Just a few suggestions for solving these problems may show what concerted action can accomplish.

In Detroit, the schools are making a specialty of teaching Safety First, and Miss Harriet E. Beard has been appointed Superintendent of Safety Instruction. The Boy Scouts are detailed to assist the policemen near the school houses at the opening and closing of the sessions, and the little children are started towards their homes by these ever-ready guards.

To influence the dress of the girls, the appropriate dress must be made attractive. The Parent-Teacher Associations could readily obtain from a department store the loan of various kinds of dresses for demonstration at a meeting at which they could be shown, using children or high-school girls as models. They could secure two dresses suitable for school wear, two sport or camp suits, two wash dresses for morning home wear, two for afternoon visiting dresses, and two suitable for evening parties. It would go far towards molding public sentiment.

As to chaperones why not try combined parental authority. If parents in a local community would all insist that their daughters should be chaperoned, there would soon be no sentiment against it.

Bring your problems to the Parent-Teacher Association meetings, advertise the subject, find some way to attract the parents, and don't be afraid to discuss the problems with which we are confronted today, and to follow the discussion with action.

If in any of your states, you have attempted to stem the tide of recklessness, and the outcome has been successful, write and let us know how you did it, that we may go and do likewise.

The Parent-Teacher Association is looking for results, and the only way to achieve success is by good ideas put into active operation.

CHILD-WELFARE MAGAZINE

At the last annual meeting of the stockholders of the Child-Welfare Company, a change was made in the management, and as the former Editorial Board declined reelec-

tion, it was necessary to choose a new editorial staff, whose duties are assumed with the present issue of this magazine.

It is with a profound sense of gratitude that we look back upon the many years of faithful service and untiring zeal of the former editorial members who have for so long a period given to the magazine their voluntary services. The CHILD-WELFARE MAGAZINE, with its many helpful articles, has proved a strong link in binding together the forty states which belong to the National Congress of Mothers and Parent-Teacher Associations, and the help and inspiration found in its pages have been great blessings to our associations.

We bespeak for the Editorial Staff which now assumes this great task of leadership, the assistance and coöperation of every member of the National Congress. It is the earnest desire of the editors to adapt the magazine to the needs of the associations, and if the subscription list can be materially increased so that each association will catch a glimpse of the National ideals once a month, it will result in a unity of effort which will be a great factor in the making of our future citizens.

NATIONAL CONVENTION

The National Convention of 1922 will hold its sessions at Tacoma, Washington, during the week beginning May 8. It will open with a banquet on Monday evening, and during the week, the day sessions will be devoted to reports of work accomplished in the states, reports of National Officers and Department Chairmen, Round Tables led by experts, and Conferences on subjects vital to the work of the associations. There will be addresses by various educational and philanthropic experts.

This early notice is for the purpose of allowing the various states to arrange for the sending of delegates to this our most distant northwestern state, the state which has attained in so great a degree the reputation of advanced methods of education, and success in arousing through the Parent-Teacher Associations, community spirit for combined educational effort. It will be an inspiration to our delegates simply to go and live in Tacoma for a week, breathe the same invigorating atmosphere and listen to their educators and to their active State President, Mrs. C. Arthur Varney, who is a drawing magnet in herself, full of new ideas and fresh suggestions which have worked well in her state.

Already the local chairman of arrangements, Mrs. Victor H. Malstrom, President of the Tacoma Council, is sending us advance notices of the natural beauty of Tacoma, and assurances of the cordial welcome the Congress will receive.

Your President hopes that each state will be represented by its president and as many more delegates as possible.

WILL PROMOTE HOME EDUCATION

For several years we have been interested in the development of the work of home education in the United States Bureau of Education. It is with deep satisfaction that we learn that our newly appointed Commissioner of Education, Dr. John J. Tigert, is taking no less interest in this phase of education than the former Commissioner. It is the purpose of the work to reach those particularly, who have left school but who wish to continue their education at home. Since his appointment, Dr. Tigert has been making a systematic study of the various activities of the Bureau of Education, and in connection with home education has authorized the statement that at present there is no thought of curtailing this work; on the contrary, he will see what can be done to extend the work and make it more effective.

Since its organization, the work has been taken over by 14 states in their State Universities. Directors of Extension are working in coöperation with the Bureau in extending this opportunity to all the people. Twenty-three reading courses have been prepared and issued, covering a wide range of subjects, the latest of which are: "Master Builders of To-day," "Teaching," and "Twenty Good Books For Parents."

Dr. Tigert is assured of the hearty appreciation of the women of this organization, in his efforts to give the opportunity of education to all the people.

It is with sorrow that we record the death of our active State President of Indiana, Mrs. Lillian Orme. Full of ambition and zeal, Mrs. Orme, early in her Presidency, enlisted the interest and services of the State University for the Parent-Teacher Associations, and through her efforts, Dr. Edna Edmondson was secured as Secretary, thus assuring the coöperation of the educational forces of the State with the Parent-Teachers' organization.

Mrs. Orme's interest was not confined to Indiana. She was familiar with the work in other states and with the national work, and as a

member of the National Board, she attended its meetings frequently.

Her courage was indomitable. Nothing was too difficult for her to undertake when she considered it desirable. She has been called away suddenly, but we know it would be her wish to be simply translated to the work awaiting her in the heavenly world.

The Indiana Associations have met with an irreparable loss, but we can almost hear their former State President calling upon them to "carry on" to still greater success the work which has prospered so signally under her direction.

HUMANE EDUCATION. ITS IMPORTANCE IN HOME AND SCHOOL

By JENNIE R. NICHOLS

Humane or heart education, like the sap of the living tree which penetrates the most distant boughs, shows its influence in every part of the character of the individual, and forms a golden chain by which social beings are bound together. It is the antidote for bickerings, strife, race hatred, oppression of the weak and less fortunate.

Dr. Francis H. Rowley says, "The emotions are our masters and the intellect is the servant. The education that spends its energies upon the servant and ignores the masters may be fitting this servant for a career as much more dangerous to his fellows as his training has been prolonged."

The harvest of war, strife, class disturbance, racial hatred expressed in lynchings, and cruelty in general which the world at large is now reaping, is evidence that the emotions of many have become their masters. The importance of humane education in the face of these present conditions can no longer be disregarded by those who think, since out of the homes and schools have come the workers of chaos.

Deep concern is being felt, and rightly so, over the startling showing of illiteracy in the United States. We should be equally concerned as a Nation about an education which covers the intellectual and physical training and leaves the heart untouched. "In every heart of the human some hint of the Highest dwells." It should be the first quest of parent and teacher to find this hint and develop its potentialities.

Dr. J. H. Dickson of the Presbyterian church, in speaking of the new department of humane education in that church, says, "War has made human life cheap and has deadened sympathy for suffering of every kind. To help counteract this baleful influence was the object the General Assembly had in mind when it assigned this new field of endeavor to the church." The Synod of the Episcopal church has taken a similar step through resolutions which proclaim that the church realizes its duty to be kind, considerate and protecting to all God's creatures.

The National Congress of Mothers and Parent-Teacher Associations has also included humane education in its child-welfare work. The advanced position of these great agencies for the well-being of all augurs well for a coming generation trained with a regard for the rights and feelings of others. Could parents and teachers all over the world be aroused to join such endeavor, the era of peace would not be far distant.

There was never a time in the history of this and other countries, when peace has been so greatly desired. Disarmament and a new League of Nations may lead to this end, but the foundation for the keeping of so precious a heritage for all time must be laid in the hearts of the youth of the world, since out of the heart are the issues of life. The boy trained in and imbued with the principles of justice, kindness and mercy will not, in manhood's estate, depart from such principles to take up arms against his fellow man in the settlement of civic and political problems. In such teaching of a just and merciful citizenship, animal life should rightly be included. Justice and mercy are invisible qualities, but there can be only one kind for all creatures. It is the right of every child to be instructed in the ways of kindness, since cruelty, even though it be subconscious, has a hardening influence upon the human heart, and if not arrested, leads to active wrong.

Sadly enough, association with animals furnishes to some children merely the opportunity for exercising their cruel instincts. Kittens, puppies, or other small pets are the natural victims. Poor little animals that need sleep, proper feeding and other care much the same as human babies, are mauled about, twisted nearly into knots, all but pulled apart, alternately squeezed and slapped as the primitive mood of the child owner may suggest. Incredible as it seems, there are human mothers who show no concern as to the suffering of these creatures, so long as their own offspring are enjoying them-

selves. Such mothers must surely be ignorant of the subconscious influence on their children toward selfishness and disregard for others; otherwise they would grasp the opportunity which association with pets presents for developing the golden traits of thoughtfulness and gentleness in their children.

" Oh shame on the mothers of mortals
Who have not stopped to teach
Of the sorrow that lies in dear dumb eyes
The sorrow that has no speech.

For he who would trample kindness
And mercy into the dust,
He has missed the trail and his quest will fail,
He is not the guide to trust."

It is a sad commentary on parenthood when indifference is manifested to the influence of cruelty upon character, be it conscious or otherwise. The boy who teases animals is the boy who teases children smaller than himself; he is the bully on the playground with such terms in his vocabulary as " Nigger, Dago, Jap, Chink, and Bohunk!" and who speaks of father and mother as " the old man" and " the old woman" and who, naturally, later becomes the undesirable citizen.

Playing war, so common among boys, is not, in many instances, taken seriously by parents, who fail to realize that while the play goes on, the suggestion of militarism is doing its work in tearing down the finer and nobler emotions of the lad. Gun play is another destructive game, and yet one which is often encouraged by parents, who furnish the instrument which gives the realistic thrills to the play, and which may also later lead to those common headlines of the press—" Accidental Death"; " Suicide" or " Boy Murderer." One wonders how long it will take for parents to become awakened to the danger of the gun in the hands of the boy, and to the knowledge that such ownership is in no way essential to either his happiness or his development.

It is quite a usual sight to witness the small boy training his toy gun upon bird and animal life; thus the primitive in-

stinct to kill is encouraged, and later, when the play gun has been replaced by the real shooter, the lad goes forth to execute his savage desire; with his first victim the fine sense of regard for life has received a telling blow.

So common and unthinking is the practice of making gifts of guns, that even Christmas is often the occasion for such giving. What a travesty on the celebration of the coming of the Prince of Peace, to select Christmas toys suggestive of warfare, for children to hold in remembrance of His birth!

"Whatsoever a man soweth that shall he also reap." If we would reap a citizenship with a "Will to Peace," we must sow in the hearts of the children the principles of justice and love for all life, nurse them in the cradle of the homes, and ground them in the public schools.

"A good man, out of the good treasures of his heart, bringeth forth that which is good, and an evil man, out of the evil of his heart, bringeth forth that which is evil; for out of the abundance of the heart the mouth speaketh."

OUTLAWRY OF WAR

"If I catch the conscience of America we'll lead the world to outlaw war."—Senator Harding, September 4, 1920.

"Let us give of our influence and strength, yea, of our aspirations and convictions, to put mankind on a higher plane, with war's distressing and depressing tragedies barred from the stage of righteous civilization."

"There must be, there shall be, the commanding voice of a conscious civilization against armed warfare."—President Harding at Arlington, November 11, 1921.

"The call is not of the United States of America alone, it is rather the spoken word of a war-weary world, struggling for restoration, hungering and thirsting for better relationship; of humanity crying for relief and craving assurances of lasting peace."

"Contemplating the measureless cost of war and the continuing burden of armament, all thoughtful peoples wish for real limitations of armament and would like war outlawed."—President Harding, Key-note Conference Address—November 12, 1921.

Few mothers are acquainted with the following facts about war.

War between nations with all its attendant horrors has always been, and is now, perfectly legal. A direct attack by one nation on another, no matter how unjustified, is a legal procedure. Even the

Kaiser was violating no known law by declaring war in 1914. Whatever value wars may have had in the past, these last years have shown modern war to be so terrible an instrument, so far reaching in its destruction and the results of that destruction, that its use in our closely interdependent present-day civilization jeopardizes the very life of that civilization.

The appeal to force, therefore, between nations as between individuals, is, under existing conditions, intolerable and should be forever outlawed. This was the method by which the legal war between individuals, called duelling, was abolished—the institution was made a crime and punished as such. The nations can do the same for war, and establish orderly legal procedure to settle their disputes, and make war between nations a public crime under an international code of law.

The plan here presented was evolved by the late Senator Knox and S. O. Levinson of Chicago. It is a plan to outlaw War, not simply such methods of warfare as the use of poison gas and submarines, which if carried on by all nations would make man as extinct as the Dodo within the life of our children, but War itself.

PLAN TO OUTLAW WAR

A Conference of all civilized nations to be called for the creation and codification of international law; the code to contain,

among other things, the following provisions with which none of the other provisions of the code shall be in conflict:

1. The further use of war as an institution for the settlement of international disputes shall be abolished.

2. War between nations shall be declared to be a public crime, punishable by the law of nations.

3. War shall be defined in the code and the right of defense against actual or imminent attack shall be preserved.

4. All annexations, exactions or seizures, by force, duress or fraud, shall be null and void.

5. An international court with affirmative jurisdiction over purely international disputes shall be created modelled as nearly as may be on the jurisdiction of the United States Supreme Court over controversies between states. All purely international disputes as defined by the code shall be decided and settled by the international court sitting as a judicial body, which shall be given jurisdiction over all parties to a dispute upon the petition of any party to the dispute or of any signatory nation.

6. All nations shall agree to abide and be bound by and in good faith to carry out the orders, decrees and decisions of such Court.

7. One nation cannot summon another before the International Court except in respect to a matter of international and common concern to the contending nations, and the jurisdiction of the court shall not extend to matters of governmental, domestic or protective policy unless one of the disputing parties has by treaty or otherwise given another country a claim that involves these subjects. The classes of disputes excluded from the jurisdiction of the international court should be specifically enumerated in the code and not be left open to

the flexible and dangerous distinction between justiciable and non-justiciable controversies.

8. The court should sit in the hemisphere of the contending nations; and if the disputants live in opposite hemispheres, then in the hemisphere of the defendant nation.

9. National armaments to be reduced to the lowest point consistent with domestic safety and with the necessities of international requirements.

10. Abolition of professional soldiery and the substitution of a potential army through citizen soldiery on the Swiss model.

11. All nations shall make public report once each year setting forth fully their military and naval armaments, structural and chemical. These reports to be verified by authorized committees.

12. The doctrines of military necessity, retaliation and reprisal which are open to such flagrant and abhorrent abuse, shall be eliminated.

An international arrangement based on the foregoing would not impair our independence or our sovereignty; it would relieve the world of the destructive incubus of war; it would civilize international relations by the substitution of real law and a real court for the bloody decisions of war; it would preserve the Monroe Doctrine, our tariff and revenue policies, our right to repel invasion, our right to expel aliens and all other domestic and protective policies (the other nations to enjoy corresponding rights and policies); it would eliminate aggression, duress, fraud and secret diplomacy in international dealings; it would rob the profession of killing of its glory and prestige, and it would outlaw war by making it a public crime punishable by the law of nations.

Men's proper business in this world falls mainly into three divisions: First, to know themselves, and the existing state of things they have to do with. Secondly, to be happy in themselves and the existing

state of things. Thirdly, to mend themselves and the existing state of things as far as either are marred or mendable.—*John Ruskin.*

ARE YOU A 100% MOTHER

By WILLIAM R. P. EMERSON, M.D.¹

A man who has never served in war is scarcely justified in criticizing those who have been at the front. Nor has one who has never been a mother a right to speak of mothers in any way but that of appreciation. The ambition of the normal woman to be an ideal mother is the greatest influence for good that we have.

Although the bond of affection between mother and child is the essential foundation of all child training, it is not the only requisite for success in this matter, for, with the best intentions in the world, everyone knows that there are very important differences in the kind of care given by various types of mothers to their children. It is in this connection that I wish to ask you mothers some frank questions, and to suggest a scale of points by means of which you may determine whether you are succeeding or failing, in the best job in the world.

I. TWENTY-FIVE PER CENT. FOR PHYSICAL CARE

The first question I wish to raise is your attitude toward your child's physical condition. *Is he growing up physically and mentally fit?* You are quite right in saying that you are ready to do anything in order that your boy or girl may be strong and well. *But just what have you been doing, and what are the next steps to which you have committed yourself* in order to accomplish this end?

Have you weighed each of your children to find whether they are up to the standard for their weight? Do not satisfy yourself by carelessly saying, "Oh, he is all right. He's on the go all the time. There's no need to worry about him!"

It must be borne in mind that thus far

¹ *Editor's Note:* Through the courtesy of the author, and of the *Woman's Home Companion*, in which it recently appeared, we are able to give to our readers this very helpful and stimulating article, and to hold out to them the prospect of being able in the near future to answer the question, "Are You a 100% Father?" In

practically no attention has been given to growth itself. Even the physicians have been chiefly interested in acute and chronic disease after it has developed, and with caring for deformities by means of braces and splints after they are clearly established. It is only since the war that there has been a general awakening to the fact that physical unfitness is associated with malnutrition and retarded growth. If you are not sure about these fundamental matters, send to the *Woman's Home Companion* for reprints of the first two articles in this series, "Is Your Child Under Weight?" and "The Climb to the Normal Weight Line."

These articles will tell you that the first thing to do if your child is under weight is to see that he has a thorough physical examination, to determine the cause of his condition. The examination form previously referred to lists all defects that may be interfering with growth. You should get your family physician to go over each point, and explain to you the indications of abnormal physical condition. Do not let a single item escape you.

If the child is a mouth breather, or there are enlarged glands, or other signs of inflammatory processes, let nothing stand in the way of correcting every defect. Do not be one of those mothers who grasp at every excuse for delay, saying, "It will be better to wait until a more convenient time before having the condition corrected"; or, "The summer is a better time, and vacation is only a few months off"; or, "I just can't bear the idea of an operation!" Excuses of this kind are responsible for the continued suffering and ill health of thousands of children in every community.

response to our request, Dr. Emerson writes: "I shall be glad to have you republish the article, 'Are You a 100% Mother?' I am glad to reach your subscribers, for many of them have been among our staunchest supporters in the various cities in which we have conducted Institutes and inaugurated Nutrition work."

In considering your rating as a mother, your child's physical condition must be the first consideration, not only for its own sake but because it is the groundwork and foundation of all other development.

It is part of your duty as an efficient mother to see that the good physical care which your child was given during the days of infancy is continued through the pre-school age and throughout the years of school life, when there is a tendency to focus attention upon other forms of training. No factor in the child's development can be isolated, but his health should claim the mother's first attention.

II. HOW MANY POINTS FOR HOME CONTROL?

It would not be too much to say that good home control is "half the battle" in the proper nutrition and growth of children; but as I wish to be fair in acknowledging the honest intention of all mothers to do their best in this matter, I am rating this important factor at only twenty-five per cent. In this section let me relate a few incidents out of my experience with mothers and children, and perhaps some of these extreme cases will help you to check yourself up in this regard.

I think it will be unquestioned that the first moral training a child should receive is the duty of obedience. The act is so instinctive in the relations between mother and child that it might almost be said to be automatic, where the mother has not blindly surrendered her natural authority. Yet I have had a mother say to me when I told her to bring her little son to my office, "I'll bring him if he will come!" He weighed less than forty pounds; she weighed more than one hundred and fifty; but she could not see the absurdity of her position.

The maintenance of the mother's authority depends upon firmness from the earliest years, and upon saying to the child exactly what she means in every case. It is fatal to say, "If you do that again I will punish you," and then fail to do so. The mother who surrenders to the child for the sake of avoiding a fuss, or to secure "peace at any

price," not only finds the price steadily advancing but soon fails to get peace at all.

I frequently ask a mother, "Have you spoiled your child?" And all too often the answer is, "I'm afraid I have." Sometimes this over-indulgence is the result of the illusion that the child is supersensitive, and that nothing must be done to hurt his feelings, even when his best interests are thus sacrificed. Pride in a child may easily lead to the habit of making an exhibit of him. The old idea that "children are to be seen and not heard" was one extreme, but no worse for the child than the present tendency to "feature" him. If you have been spoiling your child, stop it. Begin to exact obedience, and you will be surprised how soon your difficulties will diminish.

DISCIPLINE BY OTHERS

The mother of a spoiled child is apt to complain about the efforts of others to discipline her child. She accuses her husband of "interfering," instead of backing up the father in his proper assumption of authority. Some mothers think they can capitalize mother love by leading the children to look to them alone for control.

In one household where the children are my patients, the father has been told to "keep his hands off the children until they are twelve years old." This mother is very sure of her ability to manage her children alone, yet when her own mother came to pay her a visit she was so exhausted from the lack of discipline in the family that at the end of a week she was obliged to take a room in a hotel, and actually slept through most of the first twenty-four hours from sheer fatigue!

This same resentment against any share in authority over the children is shown in other relations. A servant is often forced to adopt methods for restraining a child which are disastrous to the character, however effective in the immediate result. But this difficulty would be less if nursemaids were selected with due regard to their fitness, and trained to coöperate with the mother's system of discipline.

In one of our large cities an investiga-

tion was made to find what became of a large number of girls of limited intelligence, some of whom were actually feeble-minded, who had left school as soon as the law allowed. A large proportion of these girls were found employed by families in comfortable circumstances, where they had charge of little children. In speaking of her nursemaid, one mother said, "I tried to have her help with the dishes, but she broke three times as many as even the cook does, so now she gives all her time to the children." The most important work in the world left to one incompetent to wash dishes!

GIVE YOUR CHILD RESPONSIBILITY

Next to obedience, the most important point for the child is training in responsibility. All children should have some definite work, suited to their ability, for which they should be held strictly to account. Even a toddling child has a natural instinct to help, which should be encouraged if only by teaching him to put away his playthings or to pick up articles dropped. Many mothers say, "It is so much easier to do it myself"; but the child should not be deprived in this way of the satisfaction of achievement.

There are many ways in which growing boys and girls can help in the household tasks. Such a simple task as filling the woodbox daily gives a sense of responsibility, and an opportunity for early training in neatness and efficiency. A boy who is given a bicycle can be required to take proper care of it, and will not grow up like the son of one of my patients, who was given an automobile and let it stand outdoors all night with the lights on! Possessions which are bought with money actually earned by the child are usually prized beyond the richest gifts that come without effort.

Back of most of the factors dealing with proper home control stands the question, "*Do you allow your feelings to prevail over your judgment?*" Is the basis of your control the desire to insure the child's highest development or are you swayed by the influences and prejudices of

your friends and neighbors? For example, do you choose a school for the character of the person in charge, or is your choice dictated by superficial and social reasons?

III. TWENTY-FIVE POINTS FOR THE DAILY ROUTINE

The 100 per cent. mother follows the daily program of her child with close attention, making a forty-eight hour list of his activities and occupations, to learn the unnecessary occasions of fatigue. She acquaints herself with even the seemingly unimportant details of his daily life, observes the amount of play and work he is attempting, and realizes the weak points at which friction is most likely to occur. She makes the acquaintance of his teachers, and sees to it that music and language are omitted if he is not able to carry extra studies without losing weight.

The same watchful supervision is exercised over the child's amusements. She must determine what activities are within the range of a reasonable expenditure of energy, and help the child to live within his resources, while exercising his faculties to the fullest extent.

By carefully checking up the child's food and health habits she will see that he has favorable conditions for growth, and a sufficient daily total amount of the right kind of food. Earlier articles have outlined the essential points to be observed in these matters, but it is not easy to keep in mind day after day the importance of eating slowly, avoiding sweets between meals, sleeping with the windows wide open, and breaking away from a book or favorite indoor occupation to get the necessary amount of exercise in the open air.

IV. THE BALANCE OF THE SCORE

Character is closely associated with health, for it requires character not only to get well but to keep well. The remaining 25 per cent., therefore, depends upon your answer to the question, "What are you doing to help your child develop high ideals, which are the basis of character building?"

The answer to this question will depend largely upon the quality of your own ideals. Are you keeping your influence, which is the strongest in the life of your child, true to its best possibilities as you see them? One of the finest things repeatedly said by mothers is, "I have a struggle to live up to the ideals of my child."

There are ideals of having a good time, of having one's own way, ideals of dress, and ideals of living up to social requirements. To these ideals the health of thousands of children are offered yearly as a willing sacrifice. It requires character to forego pleasures for the sake of health, to resist the tide of social custom, to answer the question, "Jack and Louise do this, why can't I?" It requires character to control the simple habits of eating and drinking, to take rest periods when other children are at play, to observe good hours for sleep. It requires character to plan and follow out a sane, wholesome program for the growing child, instead of following lines of least resistance.

Many parents, in an effort to give their children an "easier" time than they have had themselves, try to shield them from every form of hardship. They forget that many fine qualities are developed in the hard school of experience. Both study and work are necessary to the development of mental and physical power. Shielding children from work makes them weaklings, and shielding them from study makes them simpletons.

Health education, then, furnishes one of the best means for sound character building.

In closing this article I cannot forbear to say that in the task at which I am working—the better care of growing children—the one support that has never failed me has been the interest and patience of the mothers. It has been necessary at times to admonish, to insist, to speak very plainly, but I have met with no resentment, for when this is done in order to get a child well, the mother can be counted on to understand.

HOW TO FIND YOUR RATING

- I. *25 points if your child is "free to gain."*
 Deduct five if you do not know whether he is under weight;
 Deduct ten if he is under weight and has not had a complete physical-growth examination;
 Deduct ten if the physical examination showed physical defects, and you have not had them corrected.
- II. *25 points for home control.*
 Deduct ten if your child has not been trained to obey;
 Deduct five if you interfere with his proper discipline by others;
 Deduct five if you have not trained him to have a sense of responsibility;
 Deduct five if you allow your feelings to prevail over your judgment.
- III. *25 points for a good daily program.*
 Deduct five if you do not know the causes of over-fatigue in his school program or his outside activities;
 Deduct five if you do not know whether he has proper food habits;
 Deduct five if you do not know whether he has good health habits;
 Deduct ten if you have not made the necessary adjustments in his program, and if you have not brought him up to average weight for his height.
- IV. *25 points for training in ideals.*
 Mark yourself as liberally as your conscience will allow. (There are many 100 per cent. mothers.) Give yourself honest credit for all that you can claim.

Find your total, which will answer the question "Are You a 100 Per Cent. Mother?"

The idea of a numerical rating for mothers was suggested by a plan for a similar rating for the nutrition of children, worked out in great detail by Dr. Caroline Hedger, of Chicago.

GREETINGS FROM THE NATIONAL EDUCATION ASSOCIATION

JOY ELMER MORGAN,

Editor, Washington, D. C.

The National Education Association values most highly the work of the National Congress of Mothers and Parent-Teacher Associations. School and home alike exist primarily for the welfare of the child. That the two shall work together is both natural and necessary. It is not possible for the parent to keep familiar with all the details of the process of education which is coming more and more to rest upon a scientific basis. Neither is it possible for the average teacher to know all the details of the problems that arise in rearing a family of children. It is possible for each to get the other's point of view, and for the two to join forces in every effort to improve the community in which their common charges must grow to manhood and womanhood.

The statement that the average child gets his education in the school, his religion in the Sunday school, his manners in the street, and his victuals at home is largely true in far too many cases. Broadly speaking, the education of the child is drawn from all the experiences of his unfolding life. Low community standards greatly magnify the difficulty of developing high standards of character, either through the school or the home. The influence which teachers have in determining community standards has received less attention than it should. If every teacher in the community is mature, well-trained, dynamic in leadership, and sound in judgment, the young life of the community is profoundly influenced for good. If there are even a few teachers in the community who are uncertain in character and conduct, a large number of young people will follow in their train. How shall the community make sure of getting teachers of the right type, whose influence will be a priceless asset to the young life that will be the community of tomorrow? There is but one answer; it must pay the price. Any salary is small

as compared with the wholesome influence of a good teacher.

A large share of the effort of the National Education Association is directed toward the task of securing the salaries and working conditions needed to insure to every child in America a competent and well-trained teacher. An editorial in its February *Journal* expresses the need of better salaries as follows:

"SHALL SALARIES BE INCREASED?"

"If the question of increasing the salaries of teachers were put to a public thoroughly aware of the facts in the case, the decision would be overwhelmingly favorable. Let us get clearly in mind these facts.

"Education is frankly recognized by thinking people everywhere as the basis of successful democratic government. Numerous problems are now testing democratic governments as they have never been tested before. Therefore education now and in the future needs to be supported and developed as never before. Otherwise the whole structure of civilization is threatened with disaster. Education is at once insurance against danger and the key investment that makes possible greater development in the future.

"At the heart of the whole scheme of education stands the teacher. If he is wise and strong and influential, sound educational practice will exercise a controlling influence upon the youth of the Nation, and the foundations in good citizenship will be sure. Great buildings and large classes are futile except as they are vitalized by well-trained, conscientious, and capable teachers. To obtain such teachers, it is necessary to have candidates who are strong and fit—the best is none too good for the Nation's children. It is necessary that these candidates be trained to deal with the difficult problems of education. Such training is costly, and strong

men and women must have some inducement to spend the years and the money that it requires.

"What inducement shall be offered the prospective teacher—the teacher who is to prepare today's children for citizenship in the greater Nation of tomorrow? There are two great inducements—the privilege of service and reasonable opportunity to enjoy the things that go with economic independence. The privilege of service is a great appeal. It is a dominating influence in the lives of the best teachers. However, in the organization of modern society there are attractive opportunities for service in business and many other fields outside of teaching. Society cannot and should not rely entirely upon the appeal of service to maintain its system of education. Modern society is abundantly able to afford adequate education. It should be willing to pay the price.

"What, then, should be done with teachers' salaries? Again let us recall the facts. Before the war, teaching had be-

come notorious as a makeshift occupation. The war drew attention to the appalling situation, and after a vigorous campaign by the National Education Association and other agencies, salaries were advanced somewhat. In only a few cases were they advanced to levels which would insure a permanent supply of mature well-trained teachers. The great majority of American communities must face squarely and frankly the problem of still further increasing the salaries of their educational workers. This will require recognition of the primary importance of education. It may require a new emphasis on values. It will require careful study and reorganization of methods of revenue-raising. It will require State aid and Federal aid, but it must be done. Democracy in its great hour of trial cannot afford to undermine the source of its strength and security—the school. It cannot afford not to pay salaries that will insure to every child in the Nation a competent and well-trained teacher."

MOTHERS I HAVE MET

ON THE TRAIN

She was so young and so very, very pretty; and he was such a plump and rollicking two-year-old! "Oh, Boy!" he shouted gleefully, as the train began to move; and as he leaned confidently against her shoulder, and her arm went protectingly around him, my heart thrilled at the exquisite picture they made. "If only I had a camera," I thought; "if only I could in some way preserve forever this ideal presentment of mother and child!" Others were evidently similarly impressed for, as the high, clear, baby voice prattled on, all the parlor-car chairs were gradually swung to focus on this center of attraction, and ripples of laughter followed baby's original interpretations of what he saw about him.

Stirred with pride at the attention her offspring was attracting, the little mother began to urge him to do, for the onlookers, certain cunning little stunts he had learned, and, as was inevitable, his spontaneous,

healthy joy gradually became extreme nervous excitement; having exhausted his repertoire of stunts, he drew on his originality and passed all bounds in his efforts to hold the attention of his audience.

A bit embarrassed at the turn the situation had taken, we gradually resumed our reading or window-gazing, but the little chap could not quiet down and was urged to louder, rougher and more venturesome deeds by his desire to regain the center of the stage. By this time his mother was thoroughly displeased with him, and it was strange to see how her sweet young face had changed as she visited her displeasure on the child, mere baby though he was. Slaps, shakings, threats (mostly unfulfilled) and finally frequent and meaningless spankings,—these evidently constituted her entire range of corrective treatment.

Baby was bewildered! His world had suddenly changed. An hour ago, everybody had loved him, laughed at him, played with

him; now nobody loved him, nobody even looked at him, and he was spanked alike for what he did, and what he did not do. It was too much! He lifted up his voice in a wail that rang from end to end of the car, and neither heard nor felt his mother, as she shook him, slapped him and shrieked at him to "stop it!"

We turned pale and looked in misery at each other, but the man across the aisle, braver than the rest, jumped to his feet and, flinging the little fellow up to his shoulder, said, "Let's go through this whole train and see if we can find a doggie on it!" Instantly the tears ceased, and as the two disappeared, a chastened, trembling little voice was heard—"Fin' a doggie? What doggie name?"

The man in the next chair turned a troubled face toward me. "I've got a kid," he said, "but we never spank him; I 'spose there's a difference in kids." "Yes," said I, "and a Heaven-wide difference in mothers."

Shamefacedly, and feeling much like a dispenser of pious tracts, I slipped into the chair beside the mother. "It's rather hard, traveling with a baby, isn't it?" I said.

"Ain't he the awfulest child you ever saw?" the answer came; "his father spoils him something fierce! I just can't do nothing with him!"

"He is an exceptionally bright and beautiful child," I responded, "and if you and his father are wise with him, he will be a credit and a comfort to you all your lives; parenthood is a great responsibility, but it can be made to give more joy than anything else in life. Do you belong to a mothers' club? Are you reading or studying any books that help?"

No, she had never heard of such a thing as a mothers' club; the only club she belonged to was a dancing club; no, she had

never read any books on child-training—didn't know there were any books to help mothers and fathers.

I know the futility of precept, and so my words were few, but in my breast was so great a sympathy for all the little, young, untaught and mistaken mothers of the world, with hearts so full of love and heads so empty of wisdom, that I have a right to hope they did not all fall in shallow ground.

In parting, I wrote and gave to her the name and author of the book that had given me the greatest insight into the meaning of motherhood. She promised to get it and read it. Will she? I wonder.

She was so young and so very, very pretty; so light-hearted and so ignorant of any responsibility connected with her motherhood. To her, her beautiful baby was a toy to play with, a doll to dress up and show off. And she is one of thousands!

The mothers' club, meeting in the homes, and offering cozy and attractive social features, as well as opportunity for study, is, as I see it, our only avenue for reaching this type of mother. I wish we might redouble our efforts to establish these groups, and to help them do effective work, for in the first five or six years of the child's life—before the school touches him at all—his habits and his attitude toward life are fairly well established. The importance of the neighborhood mothers' club is fully equal to that of the Parent-Teacher Association, or any other branch of our work.

Any mother, actual or potential, or any grandmother, for that matter, may take the initiative in forming such a group. Help may be obtained from our very efficient chairman of Mothers' Study Circles (Pre-School Age) or from our National Office (address of both on cover page). May the number of these circles double in the next three months!

C. C. B.

Parental authority is not merely a thing of the moment when advice or direction is given; it is a ceaseless influence of the moral contact, of the actions, of the whole life. *Our children see us live.* Without reference to our words, it is in what they

see of our deeds, unravel of our motives and intentions, perceive confusedly of our moral standards, that our authority lies. The life is one thing, the sound of it is another, and the child never confuses the two.—*Charles Wagner.*

TEACHING THRIFT TO THE CHILD

By VERNON C. RIEGEL,

Columbus, Ohio, State Director of Education for Ohio

Thrift is a fundamental virtue. It is properly classified with integrity, industry, obedience, faith, patriotism, loyalty, and reverence. Proper and effective training toward the thrift element of character is the heritage of every child; and methodical, systematic thrift instruction should have a place in the school program.

The young people of the present generation have a greater need for thrift than their elders because the wage-earning period of life is becoming shorter. Although the earning period of life is shorter, the earning power is greater. This increase of earning power in early life has its disadvantages as well as its advantages. Young people become economically independent, are soon beyond the control of home influence and social restraint. There is a tendency toward lack of obedience to parents and social authority. They earn much but spend it all in fast, irregular living. Economic old age or lack of work from business depression finds them out of employment and without accumulated savings. Preparation has not been made for the proverbial rainy day. Those whose period of industrial usefulness has passed lived in discomfort and with inconvenience, and often in misery and want. The young industrial worker is often without an income because of business depres-

sion. His desires are as strong as ever. He has not acquired habits of self-restraint and self-control. Having saved nothing where-by he might continue to purchase pleasures and desirable comforts of life, he sometimes attempts to obtain the money he needs by questionable and sometimes criminal methods, and as a result reaps the reward of the transgressor.

It is necessary that children acquire the thrift habit at an early age. We must educate toward it as a very important objective. Teachers must become conscious of the essentiality of thrift to any proper adequate scheme of education. Every child has a right to demand of society such opportunities, advantages, and privileges as will enable him to become a successful, prosperous, and happy citizen; and that this result may be attained, competent, conscientious thrift instruction must become a part of our school work. Giving information to the child *about* thrift is not sufficient. Practice must be attained and thrift habits acquired.

Economic and civic training must find a place in the lower grades and not be withheld for the high schools and colleges. This will be one of the most striking educational deviations from the hitherto fixed and traditional ideals of the past.

SEVENTEEN RULES FOR MOTHERS

By MRS. GERTRUDE H. CAMPBELL

(Reprint from the National Kindergarten Association)

THEY WILL HELP OVER MANY A HARD PLACE

1. When it is necessary to restrain a child from doing something wrong or harmful, always suggest something else he may do. Never issue a *don't*, without proposing a *do*.

2. In giving a child permission to play, take care that his activities do not develop into license. For he will be happier if some limitations are imposed to test his powers and help him concentrate. For instance, if

he is playing with blocks or cutting from paper, giving him permission to do anything he pleases often results in aimless or destructive activity. Some suggestion from the mother, to make something—to furnish a house for instance—stimulates and directs his mind, while leaving him free to express himself.

3. Before a command is given, always consider whether it is going to raise an

issue. If a child refuses to obey, do not always insist upon implicit obedience; your command may not have been an entirely wise one. Punish for disobedience if necessary, but do not raise avoidable issues. "Breaking a child's will" is cruel and most harmful.

4. When a child is naughty, always be sure that the cause is not a physical one, for fatigue and hunger come easily to little people. Many problems that are unsolvable before a meal, are no longer problems afterward.

5. Try to follow your children's activities and to understand the instincts and inner laws from which they proceed. View what they do in the light of your intelligence and of your spirit. Such a habit of watchfulness and care prevents nervous irritation, and enables you to enter into and to encourage sympathetically, activities which are pleasing.

6. Be consistent in what you approve and disapprove. Do not one day, because you are tired, reprove a child for something he had done, and the next day ignore the same thing because you are rested.

7. Answer questions truthfully. A child's mind does not always crave details. Give him only broad statements. Build a strong foundation of truth to which details may be added later. As regards the vital question of the origin of life be careful not to give the child more than he asks for. Do not force your buds to open too early. The life of flowers and birds is analogous to human life and will tell you how to answer this question.

8. Avoid useless negations. If there is no *real* reason why a child should have his requests denied, do not deny them.

9. In regard to children's interruptions, consider whether what they want you to do is not more important than the special activity you had planned for that moment. In the last analysis, why do we mothers exist at all, if not to give of our best to our children, and to meet their needs as they show themselves?

10. The care of a child's body is impor-

tant, but should not monopolize the mother's attention at the expense of mind and spirit.

11. Cultivate a sense of humor in yourself and in your child. It is wonderful how many trying situations may be relieved through this means.

12. Show a child the same respect you would a grown person. What a child resents most in being struck, is not the pain, but the insult to his pride.

13. Do not leave your children largely to the care of nurses, however conscientious or seemingly intelligent they may be. Nurses minister mostly to the physical needs of little children, and the time soon comes when they are no longer necessary for this purpose. Then it may be too late for the mother to build the bridge of sympathy between her children and herself. Moreover, it is in early years that the child is most impressionable and that a mother's influence may count for most.

14. Do not threaten. Make punishments slight, but see that they *always* follow the offense. Their effectiveness depends upon their inevitability, not on their severity. A child keeps his fingers from the flame because he knows it will *always* burn him.

15. A child that is occupied is always a good and happy child. For outdoors, try to have a sand-box, a swing, a garden and garden tools, and let this be a spot where the children hear the word *don't* as seldom as possible. For indoors, provide modeling clay, paints, a soap bubble outfit, blocks, crayons, colored paper, blunt scissors, colored wooden beads, shoe-strings for stringing and pegs and peg-boards. Beads, pegs and peg-boards may be procured from Milton Bradley Co., Springfield, Mass., or E. Steiger & Co., 49 Murray St., New York.

16. Since you are constantly supplying your child with mental and spiritual food, see that your own mind and spirit are kept renewed and inspired by good books, fresh air, poetry, change of scene, stimulating companionship, good pictures and music.

17. And remember, your child came to you with the divine spark. He is for you largely to make or mar.

HEALTH HABITS IN THE KINDERGARTEN

JULIA WADE ABBOTT,

Bureau of Education, Department of the Interior, Washington, D. C.

In a recent article by Dr. Arnold Gesell on kindergarten control of school entrance, it was stated that the kindergarten occupies a strategic position in the child-welfare campaign: its outer door opens into the homes of the people and its inner door into the elementary school. It is linked up with the pre-school period, a most important time in the life and education of the young child.

What then is the responsibility of the kindergarten to the pre-school child, who is passing through the most important, and perhaps most neglected phase of its education? A great mistake in dealing with children is to treat them—not as they are—but as disembodied intellects. Little children must have both a mental and a physical examination, and the kindergarten teacher should see to it that records are kept of the child's development, and this development should be the only true index of the child's progress. The type of record card used is often very misleading, and we must use a card that really does give the information we want about the child. Miss Davis, of Duluth, tells a story about a little girl who brought home her card, and on it was recorded the statement "Language: 73." The child exclaimed "If I had known what that meant, I could have talked more than 73." Lately not only have we been concerned in keeping records of the child's weight and height, but also of his social habits and attitudes, which are an important index of his total development. I may here remark that though the kindergarten has often been thought queer and foolish, we have been allowed to do many things we wanted to on that account. The health habits of the child can be registered on the card and will serve as an index, as an intelligent response to the right sort of environment. In this connection I would like to give a warning against burdening the child with the effort to meet conditions for which he is not responsible. In one of

our large cities the children in a fourth grade were being marked by rows according to the number of "Health chores" they had reported having done at home. One little boy had spoiled the record of his row by remaining seated for a whole week when the other children stood in answer to the question, "How many of you have opened the windows in the room where you sleep at night?" Imagine the attitude of the other children in the row and the persecution he probably endured at recess and on the way home from school. One day a sympathetic supervisor was in the room and she drew the little lad aside and gained his confidence. With pent-up anguish he said, "Teacher, I haven't any windows in my room; the door in between, can that count?" And she quickly replied, "You shall have two marks, one for opening the door and another for the window."

Because of situations of this kind, I am skeptical of questioning the children in class about what they do or what the family does at home. It is apt to put a premium on lying. I know in my own family my little niece said: "I always try to dress myself on Sunday morning, so that I can tell the Sunday School teacher how much I help mother." Habits should be a natural response to the right environment, not to studied questions.

In the school life natural situations arise which give an emphasis to basic habits which will be of value to the child. The large sunny rooms, clean floor, keeping of pets, serving of a wholesome lunch and cleaning up and putting away things afterwards, call forth a joyous response from the children, which results in an instinctive attitude of harmony and order. The teacher is responsible for right conditions in regard to light and ventilation, and should have the children spend at least thirty minutes out of doors every morning. One little child said to me, "Teacher, I love to wash dishes here, but I hate to do it at home."

This is often the case, the children showing enthusiasm for "chores" in school which they often hate to do at home. It would be a good thing, I think, if mothers and teachers could sometimes change places, so that each could understand the contrast in the situations in school and at home.

The spirit of class feeling is a big factor in the discipline of the child. I know one summer I tried to take care of three small children. I was up against it. As fast as I tried to put their clothes on, they threw them out of the window. The child recognizes social sanction that is given habits that are useful and constructive. Often the child learns to drink milk, with the other children at the lunch period, although he may refuse to do so at home. You hear "Ain't you glad, teacher, Tony's drank his milk." And teacher is glad. Children are little imitators, and perhaps they see father spit on the floor at home. Willie spits on the floor at school, and the teacher shows her disgust and disapproval, while all the other little Pharisees who did *not* spit on the floor, side with the teacher and show disgust, too. The fact that the delinquent has to go and get a little pail and some sapolio and scrub the floor by himself, is far more effective at this age than a lecture on germs; for though it often is lots of fun to scrub the floor together, it is quite a different matter to do it under the disapproving eyes of teacher and of the members of the class.

The school lunch gives the teachers an opportunity to show the mother how much better it is for the child to bring his pennies for milk and crackers, than to spend them on "all-day suckers." We can teach the children that milk makes them strong and that what goes into the mouth has an effect on health and growth. Many mothers are so ignorant that they do not understand even this simple fact.

In the play of the kindergarten, many habits of decency and order can be taught through dramatization; the care of dolls, pretend shopping, and keeping store, which gives a chance for arrangement of possessions. All this busy natural environment

makes for the mental health of the child and gives an atmosphere of joy without overstimulation.

I want to tell the kindergarten experience of a little boy of Austrian parentage, named Emil. This child came to school repeatedly in such a filthy condition that the teacher decided to take him home and insist on his mother's changing his clothes and sending him back clean. When she got to the house, the only persons there were the mother and a young uncle, who spoke English poorly and assumed a very antagonistic attitude. This had an immediate effect on Emil. He worked himself up into a passion and flew at the teacher and bit her on the wrist. The teacher kept quite calm. She mastered the boy and held her ground, insisting that the child's clothes must be changed before he return to school. Evidently her quite impersonal attitude had its effect, for the young uncle came round to her side and finally the mother was won over, and they cleaned the child up, changed his clothes, and let him go back with the teacher. This storm cleared the air, because after that Emil became noticeably cleaner and more sociable. One day when the children were making toy *aéroplanes* one boy called out, "Why, Emil's is the best of the lot!" Approbation had its effect, and Emil for the first time really became a member of the group. The mother was brought into a friendly attitude, and came to visit the teacher. She confided that when the child grew up she wanted him to be a musician, because he had a good ear and a clear little voice. This shows that the teacher should visit the home and try and establish a good understanding with the family. The nurse and social visitor are more or less associated with catastrophe in the mind of the family, but the teacher has an easy and natural introduction in speaking to the mother of the child's progress. There are always neglected children in every class, and it is the teacher's duty to see that they learn to use their handkerchiefs, to have good habits in regard to going to the toilet. These things need the mother's coöperation. What a lack of proper environment there is for

this type of training. What overcrowding, what lack of beauty in the schools, in which we force little children to pass many hours of the day. When we look at their surroundings we can agree with the writer who said that our schools were institutions for maiming human beings. How much of this

remark is true? How closely do we follow for our children the example of those who cared for the child who "grew and waxed strong in spirit and was filled with wisdom."

—Courtesy of the American Child Hygiene Association.

A FAMILY COUNCIL

Browsing in the attic, one rainy day, I came upon a fascinating bunch of clippings from old magazines, and this paragraph caught my eye. "The trouble with the modern American father is, that he does nothing to fit himself for the responsibilities of fatherhood. In other things, he is intensely practical; if he buys an automobile he learns to run it; if he takes up golf, or politics, or billiards, he spares no effort to master the game. But when infinitely precious lives are put into his keeping, he seems to think himself qualified to guide these lives and to make all decisions, including punishment decisions, without study or preparation. He gives far less thought to child problems than he would give to dog problems, or horse problems, if he were ambitious to win a blue ribbon at the County Fair. If he would give half an hour a day to the constructive work of being a father, half an hour a day of his serious personal attention" . . . here the page was torn and blurred but we can guess the rest. Farther on, where the print became clear again, I read with great interest the following:

"I know one American, a successful business man, who suddenly realized that his wife was overwhelmed with home problems (which were, after all, *his* problems) and resolved to help her. This idea came to him on a wonderful Easthampton day as they lay on the white sand and watched fishhawks soar over the breakers and let the clean sunshine soak into them. They were serene and comfortable, not in a hurry, and, before they knew it, they had smoothed out two or three domestic tangles that had been making trouble for months.

"'Wouldn't it be fine,' sighed the wife,

'if we could always solve our problems in this wise, easy way?'

"The husband was silent, wondering why it is that business and money problems, even of minor importance, are discussed with the utmost gravity at meetings of partners, directors, stockholders, whereas these home problems involving the welfare and happiness of precious children are left to one tired mother who cannot be expected to possess the wisdom of the universe just because she is loving. Why should there not be regular family discussions? Why should there not—Then the idea came.

"'We could, we will,' he answered, and he straightway suggested a Family Council: father, mother and children to assemble once every week at a regular hour to consider matters of mutual interest.

"'We can tell the children calmly and good-naturedly anything that we think we ought to tell them,' he went on, 'and we can give them a chance to tell us calmly and good-naturedly anything that they think they ought to tell us.'

"This Family Council, it appears, was a success from the very start. Even the children regarded it as a success, for they found many of life's little hard corners made easier for them through this concentration of home wisdom. It was a business-like gathering at a regular time, and children like regularity. It was a coming together of the family for mutual fair play, and children like that.

"As for the parents, this plan gave them welcome relief from the ceaseless necessity of immediate and often ill-considered or impatient decisions.

"'We will leave that until the Family

Council. You can bring that up at the Family Council.'

"The result was a lessening of daily tension in the home. A new safety-valve had been provided; a convenient pigeon-hole into which all disputes, grievances and grouches could be filed away for future consideration. Wait until the Family Council! Injustices no longer rankled since here was a tribunal for their fair adjustment. Also, for various reasons, acts of disorder and disobedience became less frequent when it was known that the hour for making amends would presently and inevitably strike.

"No one was cross at these gatherings, no one was excited. Whatever was said had to do with things that had happened several days before, things that had been calmly considered since they happened and were now submitted to the Family Council without heat or exaggeration. One of the elder children kept minutes of the proceedings which were read the following week and which became a prized family record.

"I was allowed to look over this record and came upon many interesting entries:

"Harold will write out ten times neatly in ink and present at the next Family Council this statement: I realize the importance of keeping myself neat and clean, especially my hands and finger nails, and I will try to do this in the future. [Harold despised long words like 'importance' and 'especially.']

"Mary receives high commendation for the performance of her home duties and her school work. She pleases father and mother very much."

"And so on, with many little devices, adopted after Discussions in Council, to give the children habits of order—some of which succeeded!

"In the matter of discipline the children were shown that life abounds in punishments, that every act has inevitable and inescapable consequences, and they learned to take their medicine cheerfully when they realized that there was wisdom behind it. They even became interested in discussing the suitableness of particular punishments. When Douglas, at the age of seven, developed a habit of running away from home, it was regarded by all as perfectly fair (although humiliating) to tie him by a long rope to a tree in the front yard. This was a natural punishment and it proved efficacious. And Mary, at the age of ten, was cured of making ugly faces (a persistent trick of hers) when she was required to wear ugly hats to match the ugly faces, this idea being hit upon at the Family Council, and, of course, all her nice hats were taken away.

A Family Council! The only ones I had ever heard of were called when something had gone terribly wrong. How much tragedy and disaster might be diverted by making use of this wonderfully constructive and helpful idea! How close together it would draw the members of the circle! How impossible would become any but fair and just treatment of each by all!

A torn and soiled old clipping—without name of author or magazine—out of the old attic on a rainy day—but it yielded this little gold nugget of an idea. How many will try it?

ONE OF MICHIGAN'S "SUGGESTIVE HELPS FOR PARENT-TEACHER ASSOCIATIONS"

8. Never interfere in matters of school administration or policy, either as an individual or an association. Always consult school authorities before adding to the school equipment. Our field is broad, our mission well-defined, an organization wholly within the law and of indescribable benefit to the public schools;—our duty is to

socialize the schools, to raise the spiritual atmosphere and to supply the school children with those things which school boards cannot afford. We have no connection with the administrative policy of the schools. We have a definite place, a definite work, and we can accomplish much if we hew closely to the line.

THE QUESTION BOX

Address all communications for this Department to "The Question Box," 6515 Harvard Avenue, Chicago, Illinois.

Question 1. One of my friends puts everything that her baby is not to touch out of his reach; I have tried to teach my baby that he is not to touch certain things even if he can easily reach them; which way is best? L. B. J., New Jersey.

Answer. The latter way, because it is a step toward obedience and self-control; continued, it will help to cultivate these desirable qualities. The other way is purely negative, a mere postponement of a lesson which must eventually be learned.

Question 2. How early should I begin to teach my child of four to be helpful in the household? S. T. M., Ohio.

Answer. About two years ago; as soon as he is able to pick a bit of paper from the floor and put it into the waste-basket; as soon as he can put a spoon on the breakfast table; and if you then carry the teaching through, consistently, as long as he is a member of your household—even if so doing means that you yourself assume a part of the work that might otherwise be

given over to a maid—you will have helped greatly in his character development.

Question 3. Why do I have to weigh and measure my children? And where can I find out how to do it?

A. F. M., Virginia.

Answer. Because only in that way can you know whether he is up to standard or whether he is undernourished and needs special diet. In many states the weighing and measuring is done under the direction of the state health commissioner, whose office is in the capitol building of your state capital. If you do not find the information there, write the Elizabeth McCormick Memorial Fund, 898 N. Michigan Ave., Chicago.

Question 4. Do you approve the old-fashioned "speaking pieces" in school?

Jane R. W., Vermont.

Answer. Yes, if the reciting is done simply and unaffectedly, because it serves to store the mind with beautiful bits of poetry and humor that remain in the child's memory all his life.

TRIFLES

A tone of pride or petulance repressed,
A selfish inclination firmly fought,
A shadow of annoyance set at nought,
A murmur of disquietude suppressed,
A peace in importunity possessed,
A reconciliation generously sought,
A purpose put aside, a banished thought,
A word of self-explaining unexpressed;
Trifles they seem, these petty soul-restraints,
Yet he who proves them such must needs possess
A constancy and courage grand and bold.
They are the trifles that have made the saints;
Give me to practice them in humbleness,
And greater power than mine doth no man hold.

FROM THE NATIONAL COUNCIL FOR REDUCTION OF ARMAMENTS, WASHINGTON, D. C.

Just before the opening of the Washington Conference 17 national organizations, among them the National Congress of Mothers and Parent-Teacher Associations, met in Washington and formed the National Council for Limitation of Armaments in order that the sentiment of the people of America for the reduction of armaments might be united and made articulate.

At the January meeting of the Council it was voted to continue the work of the organization indefinitely, with the abolition of war as its ultimate goal. In view of its future work and because the limitation of armaments has already been achieved, the name of the Council was changed to the National Council for Reduction of Armaments.

Much of the work of the Council is inspired by the thought embodied in a phrase carried on its posters: "We cannot leave the next war as a legacy to our children." It is natural that many groups interested in the welfare of children and many women's organizations are to be found among the 40 organizations which are now affiliated with the Council.

Though a new organization, it has already developed many lines of activity. Its program for the next twelve months includes: the intensive organization of the United States through State Councils and

County Councils; the development of the international organization of peace groups already begun with England and Japan; the continuation of the weekly bulletin which gives the trend of thought and activity in Washington and is sent to over five thousand people, including governors, writers, lecturers, teachers and other leaders of thought; an educational campaign in schools, colleges, libraries and through its national speakers' bureau, and a legislation committee which will study all measures before Congress from the point of view of their influence for or against war. The carrying out of this program is contingent upon the continuation of adequate funds.

An effort is also being made by the Council to secure the best possible books for young children of the sort which will develop their international sympathies and rouse the determination of the coming generation to carry on the efforts of this one to abolish war.

Mrs. Arthur C. Watkins represents this organization as a member of the executive committee of the Council.

Posters, literature, bulletins, bibliographies and any other information concerning peace work can be secured from the office of the executive secretary of the Council, Frederick J. Libby, 532 17th St., Washington, D. C.

The Twenty-Sixth Annual Child-Welfare Conference of National Congress of Mothers and Parent-Teacher Associations will be held in Tacoma, Washington, May 9, 10, 11 and 12.

All members of the Congress are cordially invited to attend. Each state branch is entitled to send as voting delegates its president, recording and corresponding secretary, and treasurer and one delegate and one alternate for every five hundred members.

The programme includes Round Table Conferences on all lines of Congress work, as well as inspirational addresses by well-known speakers.

THE OLD AND THE NEW IN EDUCATION

These were the educational ideas of Roger Ascham, first great pedagogue of England (died in 1568), than whom there was never a greater teacher. The spelling is his and the quotation from the "Scholemaster."

"Young children are sooner allured by love, than driven by harshness, to attayne good learninge; indede, many scholers are driven by harshness to hate learninge before they even know what learninge is."

"No man goeth about a more Godly principle, than he that is mindfull of the good bringing up of his own and other men's children."

"There is no such whetstone to sharpen a good witte and encourage a will to learninge, as is prais."

"Let your scholer never be afraid to ask you any doyt, but use discretlie the best

allurements ye can, to encourage him to the same, lest his overmuch fear of you drive him to some disorderlie shifte: as to seke to be helped by some other book, or to be prompted by some other scholer, and so go about to beguile you moeh, and himself more."

"Learninge teacheth more in one year than experience in twenty, and teacheth safely; it is an unhappie Master that is mad cunnyng by many shipwrecks."

"Examples be the best kind of teachers."

And even in that day, pity the poor schoelmaster: "It is a pity that commonlie more care is had, even amongst wise men, to find out rather a cunnyng man for their horse, than a cunnyng man for their child. For to the one they will gladly give a stipend of 200 crowns by year, yet loth to offer to the other, 200 shillings."

Program Material in This Number.

The Programs suggested require the services of at least three members of the Association, to present the papers. In addition, it is recommended that there should be music, or the recitation of some poem related to one of the main topics.

FOR MOTHERS' CLUBS OR STUDY CIRCLES:

1. Mothers I Have Met.
2. A Family Council.
3. Seventeen Rules for Mothers.
4. Discussion of the Question Box.

FOR PARENT-TEACHER ASSOCIATIONS:

1. Are You 100% Mother?
2. The Outlawry of War.
3. Humane Education.
4. State and National News.

Always Read The President's Message.

Lists of Loan Papers suitable for Programs may be secured by sending a 2 cent stamp to **National Congress of Mothers and Parent-Teacher Associations, 1201 16th Street, N. W., Washington, D. C.**

WHAT IS NEW ?

"EVERYDAY GOOD MANNERS FOR BOYS AND GIRLS"

"Appearance, behavior, conversation—the way you look, the way you act, the way you talk—by these qualities people form their opinions of you. If you want to be considered a gentleman or a lady, or a gentlemanly boy or a ladylike girl, look well, behave well, talk well.

"First in importance is your personal appearance. To look well, you need not be expensively dressed, and you certainly should not be conspicuously dressed. Cleanliness, neatness, and simplicity are the essentials.

"Suits and dresses, whether of wool or of wash material, must always be clean. Grease spots and perspiration stains are unpardonable. Neatness is quite as essential to a boy as to a girl.

"Cultivate the habit of smoothing out your clothes and arranging them carefully when you take them off. Never throw them in a heap on a chair or on the floor. Hang them on hangers if possible.

"Suits and dresses should be brushed frequently—very frequently, not merely when the dust can be seen. When clothes are well taken care of, they not only *look* better; they *wear* better.

"Keep your shoes in good repair. Don't allow your heels to be run down; have them straightened. Keep your laces tied and your buttons buttoned. Always have your shoes as free as possible of mud and dust, and polish them daily. . . .

"A boy's skin and teeth are just as important as a girl's, and boys should be careful of them. Cleanliness is not effeminate. Strong, healthy, manly boys are usually careful to be personally clean."

These are quotations from the first chapter of a little book with the above title by Ernestine Louise Badt, which will be found good for mothers to put into the hands of their children, and also to consult occasionally themselves, as a reminder of the little things so easily forgotten or overlooked. The second chapter deals with "Good Manners," the third is headed "Conversation," the fourth "Table Manners," the fifth and last "Introductions and Parties." It is all simple, sensible and brief. Published by Laird and Lee, Chicago, at the refreshing price of 25 cents in paper and 60 cents in cloth.

"PROGRESS": A PARENT-TEACHER PAGEANT

To celebrate the twenty-fifth anniversary of the founding of the National Congress of Mothers and Parent-Teacher Associations, Mr. Walter Ben Hare has written a Parent-Teacher Pageant called "Progress," which he has presented to the Missouri State Congress, by whom it was offered to the National organization. It was first presented with great success in Springfield, Mo., with a cast of 800 persons, ranging in age from teachers to the smallest members of the first grade. The pageant is the best thing of its kind that we have seen, full of spirit and humor, variety, and genuine interest for people of

all ages. There is opportunity for clever acting, and for beautiful effects of grouping and music, yet its arrangement places it within the powers of any large school or group of schools, as scenery and costumes are of the simplest. It is admirably adapted for presentation out of doors, and yet may equally well be given in a large hall.

Mr. Hare offers to give advice on the production, and he may be addressed at the Post Office Building, Springfield, Mo., where also copies of the play may be procured.

EDITORIAL

In taking over the duties so long and so devotedly carried on by the former managers and editors, there are some matters on which we believe it would be to our mutual advantage to come to a clear understanding with our readers.

We believe that if we can give the public what it really wants, our subscription list will be limited only by the number of those who are genuinely interested in child-welfare.

Therefore we ask that our readers tell us what they look for, what they hope to find, what helps them, and what they leave unread, in the magazine.

We believe that when you subscribe to the magazine, you should receive it, and receive it promptly and regularly.

Therefore we ask that you write your name and address clearly; that in renewing a subscription, you state that it is a renewal, and again give your full address; that in changing addresses, you give both the old and the new, and if possible, give us four weeks' advance notice of such change, if you wish to receive your magazine without a break. Please promptly send notice of failure to receive your magazine to the Secretary, but allow a month to elapse after subscription, before you complain, as your name may have come in just too late to reach the printer in time for the current issue.

We believe that the official organ of the National Congress of Mothers and Parent-Teacher Associations should give its readers a wider service than that which can be contained in its limited pages.

Therefore we have organized two Departments, which, under the heads of "The Question Box," and "What is New," will answer, in the MAGAZINE, such inquiries in regard to Child-Welfare, Parent-Teacher Activities, books, and magazine articles suitable for programmes, as are of general interest. Anyone desiring a more speedy, or a personal answer, will receive it by mail, when the inquiry is accompanied by a stamped and self-addressed envelope. In

this connection, may we suggest that when writing for sample copies of the magazine for programme use, you enclose ten cents in stamps?

Another Department which makes its first appearance in this issue is the page conducted by the National Education Association. This will bring to you directly, the point of view of the schools and the teachers, and should be of especial interest to the educators who figure so largely on our subscription lists.

In order, however, that the magazine should be of use to you, it is necessary that it should *reach* you, and it is with profound regret that we find many complaints of unsatisfactory service in this respect. We believe that the most important step to be taken, both for you and for us, is the regulation of this difficulty, the responsibility for which rests in three places,—the Main Office, the publishing house, and the U. S. Postal Service. The last is beyond our control, and we have all suffered much from its uncertainties in the past few years, but the other two are open to reform, and in them the campaign has already begun. It will require some weeks of work, to go through the files, the correspondence, and the huge lists in the hands of the publishers, to correct all past errors and guard against future ones, and so we ask our subscribers, who have already been so patient, to be patient yet a little while longer, with the assurance that the matter will be adjusted as rapidly as possible, to their entire satisfaction. Those who have reported that their magazines have not begun to arrive—which means that by some error, their names have not been entered on the mailing list—will be credited with a year's subscription from January, 1922, and those who have failed to receive certain issues will have the deficit supplied, as far as possible.

There exists, evidently, some misunderstanding as to the club rates, due to the fact that some states have not made public through their Year-Books, or their Magazine Committees, the change made about a

year ago, when the increased cost of labor and of paper made it necessary to raise the price from seventy-five cents for clubs of five, to ninety cents each for groups of ten subscriptions. We hope that the promised improvement in business conditions will enable us next year to offer a better rate, but for the present it must remain as quoted.

There is a source of revenue which lately seems to have decreased to the vanishing point, and which we desire to revive,—the advertisements of reliable firms whose business is related to the home and the school. This department, if fully developed, would enable us at once to still further enlarge and improve the magazine,

and so to give to our readers more rapidly, the many helpful and interesting things we have planned for them. This extension may be of double benefit to our Associations, and those desiring to participate in our profit-sharing plan are asked to turn to the notice on the second cover page of this issue.

As a final article in our creed, we believe that we cannot succeed alone, in this undertaking of providing for those actively interested in child-welfare, a channel of information and communication which shall meet their needs and desires.

Therefore we ask your coöperation, so that together we may go forward to that success which is the highest crown of endeavor, the opportunity for further service.

NATIONAL OFFICE NEWS

Received this month:

Second Annual Report of the Maine Baby Saving Society. A most interesting report.

Report of the Press Department of the New Jersey Branch of the National Congress of Mothers and Parent-Teacher Associations. This report contains valuable suggestions for other state Press Chairmen.

From Delaware two interesting booklets for all interested in health teaching in the school.

First issue of the bulletin from the Idaho State Branch. The messages from the president, editor, and legislative chairmen are especially fine. The state news is full of suggestions to Parent-Teacher Association workers. The Idaho State

Branch of the National Congress of Mothers and Parent-Teacher Associations has also issued a booklet called "Program Outline for Parent-Teacher Associations in High Schools, Grade Schools, Rural Schools and Pre-School Circles." The Programs are excellent and the Bibliography at the close is invaluable.

The University of Iowa, Extension Bulletin, No. 76, has just made its appearance. It is entitled "Parent and Teacher." and is full of excellent material.

From Indiana University, Extension Division, is being distributed a booklet, "Suggested Programs of Study and Work for Parent-Teacher Associations." This booklet contains material which all Parent-Teacher Associations could use to advantage.

The common problem—yours, mine, every-one's—

Is not to fancy what were fair in life
Provided it could be; but finding first
What may be, then find how to make it fair
Up to our means—a very different thing.
My business is not to remake myself,
But make the absolute best of what God made.

—Robert Browning.

STATE NEWS

IDAHO

From the first issue of the *Idaho Bulletin*:

A Parent-Teacher Association has been recently organized in the Boise High School with some of the most influential citizens as charter members. This school has an enrollment of twelve hundred students, and the principal, Mr. Dienst, believes emphatically in the Parent-Teacher Associations.

Boise now has six grade-school Circles: Park, Lowell, Roosevelt, Longfellow, Washington, and Whittier. The Circles are variously busy, with plans for rest rooms, "Dad's night" programs, sewing for Associated Charities, ways and means to supply hot milk to undernourished children, etc., and are jointly working out a program for supervised recreation for all Boise. Each Circle has representation in the Community Council, and the city president, Mrs. Thomas Ogden, is a member of the Round Table Committee, which affords an excellent opportunity to urge "child-welfare in home, school, church and state."

NEWS OF THE ASSOCIATIONS

Two local Parent-Teacher Associations of Emmett, the Upper Mesa and the Lower Mesa Circles, put on a splendid float for the Labor Day parade. The float consisted of two hay wagons coupled together. The first contained a realistic reproduction of the "little red school-house" of the past, with weed-grown playground. It bore this legend: "Nineteenth Century without a Parent-Teacher Association." The second wagon represented a modern rural school of red brick, with lawn, sand, and modern playground equipment. Parent-Teacher Association mottoes were displayed at each corner of the wagon.

Mr. Siders, superintendent of Pocatello schools, reports a High-School Parent-Teacher Association organization, and seven ward-school organizations. They are, he says, "discussing live school problems and doing a good work."

The Gooding Parent-Teacher Association was the prime factor in a movement which resulted in a supervised playground for the children of Gooding during the summer vacation.

The Roosevelt Parent-Teacher Association of Boise held a "Dad's Night" meeting, which was a marked success. The school auditorium was packed. The vice-president presided, and the addresses, which were both humorous and instructive, were made by the fathers.

LOUISIANA

Louisiana is one of the five states of the Union which have no State organization of the Congress, so it is of especial interest to hear that she is "waking up" to a realization of the value of the coöperation of Home and School.

At a meeting of the State Teachers' Association, held in New Orleans in December, Mrs. Virgil Browne, State Organizer, and President of the New Orleans Council of Parent-Teacher Associations, made an appeal before the assemblage, and stated the requirements for membership in the family of State Branches,—twenty Associations, with 500 members.

After her explanation of the organization, its work and its possibilities, resolutions endorsing Parent-Teacher Associations were unanimously passed, at the afternoon session. The future results of this action will be looked for, and it is hoped that the visit of the National President in February will stir up still more enthusiasm.

NEW JERSEY

The Ventnor Parent-Teacher Association of the Atlantic City group of Atlantic City Council, has successfully and happily solved the ever-perplexing problem of entertaining the adolescent boys and girls. Every Saturday night they have moving pictures from 7:30 until 9 o'clock. From 9 until 10:30 they have dancing in the school building. Each night a father, big brother, or interested "Neighbor-man" is appointed to act as host. Two hostesses are appointed to assist him. It is emphasized that they have as few rules as possible; but one is strictly enforced—that every child under twelve must be out of the building by 9:15, unless accompanied by a parent. The entertainment is open to the public, and begins with community singing. There is also singing while the reels are being changed. Admission charges are five cents for small children, 10 cents for older school children and 15 cents for adults. There is always a full house, with receipts of from \$25 to \$28. Expenses are for music—\$10, film—\$11, janitor—\$2. Pictures are chosen for recreation—mostly comic, with one educational film each time. The Board of Education furnishes the machine, and the principal, with his assistant, operates it. The films are brought from Philadelphia weekly by messenger service. Music

is furnished by three boys from Atlantic City. Boy Scouts assist, attending to lights, floor, etc. There is always a "lucky favor" dance, which is a great favorite, especially with the boys. The favor is supplied by the host of the evening and never costs more than \$1.25. Occasionally a long reel, such as "Our Mutual Friend" or "Quo Vadis" is run as a special on Friday night and dancing does not follow. In case of storm, or inability to get the film, the Atlantic City picture houses are always willing to lend a film.

The Ventnor association was organized about a year and a half ago and this splendid feature, which was started less than a year ago, has been most successful, affording real pleasure to the young and their elders, and cultivating a taste for the best in fun and recreation. The membership of the association is about 200, about equally divided as to men and women.

Washington Parent-Teacher Association of Warren County has worked up a real interest between home and school, by having "open class room" on every meeting day. Meetings are held once a month—Friday at 3:15. From 2:30 to 3:15 class rooms are open and teachers are prepared to have parents visit. The regular work of the class room is done. "And parents *do* visit," is the report of the delighted president. During the meetings, occasionally, teachers explain the work being done, telling the points and "whys" of methods, new to parents, and showing how the home can help. Demonstrations have been given in teaching "safety first," health, etc. A "Father's Night" was held in November, when the Mayor and the Board of Education were invited. Our National song, "My Tribute," was sung with great enthusiasm. An informal reception was held for the teachers. Dr. Fannie Dunn, of Teachers College, Columbia University, made the address of the evening. Over 300 were present. The splendid attendance and enthusiasm are attributed to the close relationship that has developed from the monthly "Open Class Room."

The State Chairman of the Child Hygiene Department of the Congress, Dr. Janney-Stoddart, is preparing a questionnaire to send to every Parent-Teacher Association in the State, in which she will ask whether or not there is a Juvenile Court in that district or county, and how juvenile delinquents are cared for. Dr. Stoddart is adding a course in mental hy-

giene to her program of social and sex hygiene, and parents in many associations are earnestly taking hold of the idea as a part of training for parenthood.

Haddon Hall, Atlantic City, has been chosen as the meeting place for the 22d Annual Convention in November.

The annual Presidents' Council will be held in three sections as last year. Presidents of the southern part of the state will meet at Camden in March, those of the northern part in Hackensack in March, and those of the Central part at Newark in April.

NEW YORK

What to do with children during meetings was solved by one Parent-Teacher Association by the formation of a Junior Circle. The little folks enrolled as members, paid dues, meeting at the same time as their elders, but in another part of the building. A Junior Chairman was appointed to arrange a program suitable for the children and to preside over the meetings. So interested did the youngsters become that a marked improvement was noted in the attendance of the parents, the children being so loath to miss a meeting that the parents simply had to go to their own meeting in order to take the little ones. The success of this depended almost wholly upon the leader.

"Two solutions for 'Better Folks': (1) Give the unfortunate better fortune, health, less poverty, school facilities, right food, etc. (2) Directly stimulate people to make the best of themselves. We need to put I CAN in Amer-i-can."

Newburgh Liberty Street Parent-Teacher Association.—Has centered its efforts on just two lines of activity: the forming and maintaining of a nutrition class which gives the undernourished children milk and crackers at ten o'clock each school day; and the establishment and support of a school matron, who has her own department in the basement. Her work is to help fill in the gap between mother-care and teacher-care. She oversees the little folks in every need, helps them care for themselves, washes dusty hands, sews on buttons and cares for all minor ills where just first aid is required. This is a great help in the schools, and the mothers are more resigned to give their little folks over to school life when this good matron helps to care for them. She also supplements the work of the teacher in many ways, and they find her services of great value.

MASSACHUSETTS

At a recent meeting of the Hood School Parent-Teacher Association of Lawrence, James T. Mulroy, Director of the Extended Use of Public Schools, of Boston, spoke on "Recreation and the Use of the Schools by the Community." After the meeting, everybody joined in games, marching and dancing, directed by the Community Players. So much good fellowship and enthusiasm were shown that it was voted to have a neighborhood frolic in January. This was a great success, and brought together two hundred parents. It is hoped that other Associations will try the "Play-method" to increase the social feeling among their members. The more serious work can be better done after cordial relationships have been established. To raise money, this Association had a "Bakery," from which it raised \$58.00, and plans are now made for a "High School Night" in May.

The Greenfield Parent-Teacher Association is very active in many lines, and the Superintendent of Schools recently pointed out some definite things to be done to improve school conditions, which should afford it occupation for some time to come; he suggests that it may create public opinion and turn it into action; place beautiful pictures in each school room; get a Supervisor of Sports for boys in the intermediate and grammar grades during the summer; a wading pool for the little tots; lawns, shrubbery and playground for school buildings; a fund to be available for pupils who wish for education beyond that afforded by the High School; more kindergartens, and better school houses.

The programs of Associations throughout the state are noticeable for the number of prominent men in official and public positions who are giving practical inspiration as speakers at the various meetings. It is increasingly evident that the Parent-Teacher movement has been definitely recognized as an auxiliary of the public-school system.

MICHIGAN

Michigan has adopted an excellent plan in selecting certain definite lines of work, and "specializing" a number of their Bulletin on each one. The suggestions made by the state chairman are applicable everywhere, and it is hoped that they may interest other states to take an increasingly active part in the "Safety First" campaign.

It is suggested that every President of a Parent-Teacher Association in Michigan appoint a Safety Committee of at least three persons to consider dangerous conditions or practices that affect the lives, limbs or welfare of the children of the community, such as an unguarded railroad crossing, a dangerous highway, a school fire trap, etc. This committee might consist of one mother, one father and one teacher. Surveying the local situation from the standpoint of safety they will be sure to discover a number of dangerous situations that may be reported to the Association for consideration and correction. In this way assistance and co-operation can be given to the school principal and teachers upon whom too often devolves the whole responsibility of the children's safety for the greater part of the day.

The most important duty of safeguarding the children from school fires is recommended for the consideration of the Michigan Parent-Teacher Associations as one that is especially imperative at this season of the year. In subsequent bulletins other kinds of safety work will be suggested. Do you know that on the average five school fires occur every day in the United States? The tragedies that result from these school fires are usually due to panic rather than flames. For this reason the value of frequent fire drills can not be overestimated and their importance should be explained to the children so that the proper response may be secured from them and habits of self control inculcated that will be of value all through life.

It has been found that eighty per cent. of school fires start in the basements. Oily mops, paints, turpentine, collections of old papers or rubbish are too often allowed to accumulate in school basements or closets. In small towns where there are no paid fire marshals to inspect the buildings such conditions often menace the lives of the pupils. It would be a valuable thing to appoint a group of older boys to act as fire marshals to assist in the inspection of the school and in keeping the building in a clean, safe condition, free from all potential fire hazards.

The state legislation regarding school fire drills may be easily ascertained. Satisfy yourself that it is being observed faithfully in your school. If it is unknown or unobserved, your Parent-Teacher organization can render no better service than to assure the school authorities of your interest and support in their enforcement of this protective measure.

NORTH CAROLINA

Although only two years old, the North Carolina Branch of the Congress has begun the issue of a State Bulletin. This was made possible so early in its career by the splendid coöperation of the North Carolina College for Women, which agreed to publish both the Bulletin and Year Book through its Extension Department. Dr. Foust, the President of this splendid institution, was among the first in the state to recognize the value and possibilities of parent-teacher work. Dr. Foust sent this message to the Bulletin on its first appearance in January:

"It is a real pleasure for the North Carolina College for Women to be able to coöperate with the Parent-Teacher Association of the state. In order that we might make this coöperation more effective, we have agreed to publish a monthly bulletin and the year book of the Parent-Teacher Association of North Carolina. This will be done through the Extension Department of the college. The authorities of the college will be delighted not only to render this service, but will be glad to render any other service they can to the organization.

"In my opinion, we have no organization which presents larger possibilities than the Parent-Teacher Association. The teachers and the parents, especially the mothers, are the principal factors in the education of the children. When these two factors unite in the spirit of mutual helpfulness for the advancement of the best interests of the children it must mean a better trained citizenship for our commonwealth, and therefore a richer civilization in the future.

Greensboro has united on the following ideas which are to be stressed in all the local Associations.

1. The value of the right books in school and home libraries. One thousand carefully selected volumes were donated to the schools on "Book Day," so that one school alone now has 2,133 volumes.

2. The value of physical education. On October 17th, a "Play Day" program lasting from 10 a.m. to 4:30 p.m. of massed and organized play, was put on out of doors. This included four thousand children, from kindergarten to high school inclusive, under competent leaders. Three thousand programs were distributed to spectators showing what games were being played and their physical and ethical value. The Association has pledged its earnest effort to obtain a recreation hut for physi-

cal, mental and social benefit of high-school students, whose crowded quarters make one a necessity, a municipal swimming pool and a five-acre municipal playground for the children of Greensboro. The eight school playgrounds, equipped during the first year of our organization at a cost of \$5,000, are being kept well supplied with balls, and supervised play is daily carried on.

3. The value of good music and great pictures. Each school has now a piano: two new class pianos this year, as the need of them was pointed out by the music supervisor, and reproductions of the greatest pictures placed in many classrooms.

4. The value of right diet for children. Greensboro school children, through the lunch rooms and cafeteria, are using daily 31 gallons of milk. This is the result, in part at least, of the teachings of our school nurse and of Cho-Cho, the Health Clown, brought to speak to two thousand children here in October. All underweight children are given extra milk and closely watched.

5. The value of good citizenship. In coöperation with the National Council for Limitation of Armaments, fifty posters for the education of our children toward prevention of war have been purchased and exhibited.

6. The value of coöperation between parent, teacher and child. Splendidly attended monthly meetings have been held at each school, with constructive discussions relating to every phase of the development of the child. The coöperation of the high-school girls toward saner and simpler modes of dress and toward entertainments under suitable supervision has been enlisted. Admission to the Federation of Women's Clubs of the city has carried with it an assumption of a share in the responsibility in any proposed civic betterment plans.

Roanoke Rapids Parent-Teacher Associations, where we have three new associations, have formed a council that has decided on the four following objectives for this year's work:

First—To improve the health of school children; Second—To make suitable and adequate provision for wholesome reading matter for the children of the community; Third—To work out suitable programs of social recreation for small children and adolescents as well; Fourth—To work toward the improvement of the grounds for each school.

PENNSYLVANIA

The following excellent report of the work of a new association—Palmyra, in Lebanon County—should put new life and ambition into every other Parent-Teacher Association in Pennsylvania.

"The Palmyra Parent-Teacher Association has recently completed its first year with a membership of over 400.

"Last winter we bought a motion picture machine for use in the schools and in our meetings, and raised about \$1800 to equip and run a playground. There fortunately was a large plot of ground of about 5 acres immediately back of the school building, which the School Board allowed us to use, and an old apple orchard adjoining, which they bought and added to the playground. So we had room for a baseball diamond, volley ball and tennis courts, with swings, slides and seesaws for the small children, and shade for their mothers to sit in.

"The physical director of the high school was engaged to take charge of the playground. We have out-of-door motion pictures one night a week, trying to have these instructive as well as entertaining. This winter we are trying to have our monthly meetings center on health topics. Dr. Mary Noble gave a fine series of talks to the girls and mothers, and Dr. Hazen talked to the high-school boys.

"Our February meeting is to be a Milk Meeting, with a speaker from the Department of Health in Harrisburg, a nurse to tell of the benefits of milk for growing children, and the Domestic Science teacher to show how to prepare milk dishes. Later on we will devote one evening to Contagious Diseases as affecting the schools, and one to the care of the teeth.

"We have had our ups and downs, and considerable criticism, but on the whole it has been a good thing for the schools. I know, personally, that there have never been so many people interested in the schools, or so much talk about them, as in the past year."

Wellsboro: Wellsboro Parent-Teacher Association—Tioga County—has joined our ranks recently, with a membership of 300. Mrs. J. B. Arbuckle and Mrs. J. D. Sterrell of Erie have undertaken to organize every small town in Erie county. One of these towns, Wesleyville, affiliated recently, with 73 members. These splendid Erie County workers are planning for a county council in the near future.

TEXAS

One of the latest members of the State Bulletin family is Texas, which issued its first number in January. In her Message, the President says: "The Texas Congress of Mothers realizes that there is a big program of work for it to carry out in 1922. Whatever success we attained last year must serve as but an impetus for the new year's activities. In 1922 we hope to carry out a far-reaching Health Program for our school children; we hope to see recreation centers established in many communities in the state; we hope to see many new County organizations spring into existence; we are launching an extension program in which we ask every club to bring in a new club, for we are ambitious to show the largest membership of any state in the Union when we meet at the National Convention at Tacoma in May; and most of all, we desire to emphasize a Better Homes program, remembering that 'the fundamental work of the Congress is to help the home to do its work with wisdom and love.'

"Nothing forms a closer link than mutual difficulty, and nothing inspires like the success of a fellow-worker! We urge that every Association should appoint a committee whose specific work it is to contribute to the Bulletin. Let us know what you are doing and how you are doing it. Let us know if we can help you in any way, or let us have the benefit of your light."

The visit of the President of the National Congress, Mrs. Milton P. Higgins, is awaited with a great deal of pleasure by the organizations of the state. Mrs. Higgins arrived in Beaumont on the 16th of February, and on the following day, she and the State President, Mrs. S. M. N. Marrs, were guests at the Annual Child-Welfare Conference of the Fourth District. From Beaumont, Mrs. Higgins's itinerary will include Houston, San Antonio, Austin, Dallas, Fort Worth and El Paso. While in El Paso, early in March, Mrs. Higgins will assist in the organization of a new District, the Sixth, which will include forty-four counties which now belong to the First and Fifth Districts.

The State Board of Health is doing some remarkable coöperative work with the Parent-Teacher Associations. It has sent out two itinerant School Nurses, to go on request to communities which desire some publicity work to help in establishing a whole-time Public Health Nurse, or who are unable to finance a nursing

service and wish their children examined, hot lunches established, health talks given and a Health Program outlined for them.

One of the nurses, a graduate of Johns Hopkins and of the Public Health Nursing course, is under the joint direction of the State Board of Health and the Texas Congress of Mothers. The work will be very intensive, from one to two weeks, according to the population and the needs of the community, being allotted to a school. Each community or county visited must agree to organize representative women to assist the nurse and to keep the work alive until she returns two or three months later. Salary and traveling expenses and literature will be paid by the State; all minor expenses incident to the work must be paid by the local people requesting the service.

An invitation has been received from President R. E. Vinson of the University of Texas, inviting the Congress of Mothers to meet with the Federated Clubs and the Texas League of Women Voters at the University in March, for a discussion of educational matters and of different phases of citizenship. This week has been designated as "Educational Week."

WASHINGTON

Washington State Branch has again settled down to its steady, calm, onward march following the excited flurry caused by the announcement that our fair state had been selected by the National for the 1922 Convention. Tacoma on Puget Sound is named as the convention city.

The State Executive Board, at its mid-winter meeting, may designate it also as the meeting place for the State Convention, so that the members may have the inspiration of both gatherings.

Note the unusual activities of the Parent-Teacher Associations of this State:

The members of the Dobers Circle in Skagit County have been doing heroic work under extreme difficulties. A hot lunch at noon was badly needed in this rural locality so the mothers held a conference. The outlook would have discouraged many, but not these mothers, even when they found that most of the children of that particular district would be unable to pay even a small sum of three cents a day for food. They decided to serve it free. How did they do it? They bravely set about raising funds for an oil stove and cups for serving soup and cocoa. They donated kettles and pails. They climbed three barbed wire fences daily to get to school. Some crossed pastures and waded sloughs. They cooked in the cloak

room, keeping their supplies in the teacher's closet. Lunch was served to the children in their seats, helped by the teacher and a "big sister" who was paid fifty cents a day.

Evening meetings are held that the fathers may attend. Many of them are box socials, the proceeds of which go to swell the hot-lunch fund. Nothing seems too great for these mothers and teachers to attempt.

The Annapolis Parent-Teacher organization in Kitsap County has enrolled 70 new members this year. Evening meetings have been held to include the fathers, and a general interest in child-welfare is manifested. The school is looked upon as the social center of the district.

A "Parcel Post" sale was recently held which yielded funds for the purchase of 40 chairs for the primary department. A cement floor will be laid in the basement of the building to provide a suitable place for the children to play on rainy days. A victrola and records, an organ, maps, dictionaries and reference books were supplied last year, besides athletic and sanitary equipment. The men of the district have cleared and leveled the school grounds.

Pearson Circle in Kitsap County reports an annual fair, in which the surrounding community joins. The members lend interest and encouragement to the work of the Boys' and Girls' Clubs, and support all measures pertaining to the welfare and improvement of youth. The circle is active in a campaign against the cigarette habit and the sale of tobacco to minors.

Poulsbo Parent - Teacher Association boast the largest membership in Kitsap County. Officers and members are actively engaged in a "Better School House" movement. Through their efforts a new grade school has been erected and a Union High School organized.

The Parent-Teacher organization for the School for the Deaf at Everett is still working with undaunted courage, for legislation that will better the conditions for deaf children in the State.

Last year there was only one Parent-Teacher Association in Everett. Today there are eight affiliated with the State branch with others forming.

So far the work in Everett has been unique in that the regular meetings are held in the evenings and are well attended by fathers as well as mothers. The united effort of both men and women shows a real interest in their children.

Americanization work was an outstanding feature of our program. Last year a sort of review of the relation of the foreign-speaking population to the night-school attendance had been taken, with no especially

startling results. The number of foreign-speaking people in attendance at the night schools were not in the right proportion to the number of foreign-speaking residents. This information had been gathered by the American Legion, with the help of our Association. This year another plan was tried. All organizations in the city had a part in the work. One of the important parts of the plan was a course of lectures made particularly attractive and instructive to the "New Americans" who were admitted free of charge. At each lecture a group of our "New Americans" were given a short time before the lecture began to do something that would show their progress in Americanism. The Teachers' Association and Parent-Teacher Associations sold the tickets and advertised the lectures, using every means at their command. The Parent-Teacher members made house to house canvasses of their districts, calling on every foreign-speaking family, and encouraged them to attend the night classes. Sometimes these calls had to be made in the evening when the men were at home because the foreign-speaking wives understood no "American."

We have an intense interest in the Juvenile Court. We have a very active juvenile court committee in our council. Under the work of this committee came the consideration of a curfew ordinance making the parents responsible for the children being on the streets at unreasonable times.

We have a new Juvenile Detention Home, erected at the instigation of the Parent-Teacher Association, after several years' insistence. It has been finished less than a year and is a beautiful, well-equipped building. It is not just what we want, however, as it is not built with the thought of holding the juvenile court hearings in the home. It has been proven in other places that it is very much better to conduct the hearings in the detention homes and we are hoping that it can be arranged in Tacoma.

We want a parole officer for follow-up work in Tacoma and Pierce County and are trying to find some way to secure this much-needed service.

With the thought of protecting our first offenders, a letter was sent from our council to the superintendent of the Boys' Training School at Chehalis asking that the delinquent boys be segregated from the boys guilty of serious offenses.

Our health work this year has been along lines of prevention. Many of our circles have given time on their programs to health education. We believe in nutrition classes and nutrition centers and, while these are carried on entirely under the school officers,

we heartily endorse and encourage anything that means better health for the children. We think we have done something big in nutrition work through the hot lunches. Six of our schools have served lunches this year.

Nearly all the grade-school children of Tacoma have been addressed on "Heart Culture." Our Associations consider this department of education of vast importance. We believe that if children are taught early in life, as long before school age as possible, to respect the rights and feelings of dumb and helpless creatures, as well as the rights and feelings of other people, that we shall be able to save millions of dollars that are now used to build and maintain prisons and corrective institutions.

Many circles discussed and acted upon legislation proposed to benefit the feeble-minded, the county library bill, and the bill for censorship of moving pictures.

Through the survey we made in the beginning of the year, we found we had many children in our schools in need of special attention. Some accelerated, some retarded, some subnormal, all were in need of something more than the usual classroom advantages. We named a large committee to see our school authorities and ask that the right facilities be provided these children. At the time the necessary arrangements could not be made on account of the cost, but next year our Superintendent has promised to try very hard to have equipment and special teachers secured for two of our districts.

Our Council program committee has been of great assistance in helping local Associations with program material, and in securing speakers on request. The chairman has made many conformable outlines for discussions of Parent-Teacher Association problems, and has arranged a program that is much in demand for patriotic occasions. Each circle was requested to put on at least one Child Welfare and one Social Hygiene program this year.

Four institutions in our city have been established at the urgency of the Parent-Teacher Association. First, the Boys' Parental School; second, the children's ward at the Anti-Tuberculosis Sanitarium; third, the Juvenile Detention Home; fourth, the Girls' Parental School.

Until two years ago the Council meetings were held in the Board Room of the Central School; but we grew to such numbers that we had to have larger quarters. We bought five shares of stock in the Women's Club House Association and have been holding our meetings in the Club House.